

## **Standard 4000-07**

### **Comprehension**

The ultimate goal of reading is comprehension. Comprehension is the process of constructing meaning utilizing the reader's existing knowledge, the information in the text, and the purpose for reading. Comprehension requires the reader to apply strategies and monitor his/her understanding of both narrative and informational text. Comprehension is critically important to the development of reading, academic learning in all subject areas, and success in today's society.

Research shows there are three critical findings regarding comprehension: (1) Comprehension is a complex cognitive process in which vocabulary plays an important part. (2) Comprehension is an active process that requires intentional and thoughtful interaction between the reader and the text. (3) Teacher preparation is linked to student achievement in comprehension.

Certain key comprehension strategies employed before, during, and after reading need to be taught directly to students in the context of their reading. In explicit comprehension strategy instruction, students learn what the strategy is; why it is important; and how, when, and where to apply it.

Students' awareness and understanding of text organization plays a key role in reading comprehension. Text organization is the physical presentation of the text with headings, subheadings, graphics, and underlying text structure (e.g., compare/contrast, sequence of presentation within narrative or expository text).

The following are possible suggestions and not all-inclusive:

#### **Teacher Delivery**

1. Model the processes and strategies being taught (e.g., read and think aloud).
2. Provide explicit instruction in the use of comprehension strategies before, during, and after reading.
3. Provide explicit instruction in:
  - Identifying text structure
  - Activating prior knowledge (e.g., about topic, author, illustrator, genre)
  - Determining importance/main idea
  - Predicting/Inferring
  - Questioning
  - Monitoring
  - Clarifying
  - Retelling
  - Summarizing

## **Standard 4000-07 Comprehension (Continued)**

### Teacher Delivery (Continued)

3. Provide explicit instruction in:
  - Synthesizing
  - Making connections (e.g., text to self, text to text, text to world)
  - Visualizing
4. Provide explicit instruction on the various expository text structures (e.g., compare/contrast, cause/effect, chronological order, sequence, descriptive).
5. Provide models of delivery (e.g., reciprocal teaching, graphic organizers, Question-Answer-Relationship\_QARs).
6. Utilize a variety of texts and genres to develop comprehension.
7. Provide extensive opportunities for reading on an independent level.
8. Utilize flexible grouping practices.
9. Model metacognitive strategies (e.g., fix-up strategies, adjusting reading speed to fit the difficulty of text, checking understanding of what was read).
10. Emphasize comprehension across all eight standards of the Utah Language Arts Core Curriculum.

### Assessments

#### Formal:

Approved state, district, and school assessments.

#### Informal:

1. Story retellings noting beginning, middle, and ending.
2. Various reading response strategies (e.g., journals, coding text).
3. Discussion of text.

### Differentiation

1. Provide students with choices from a wide variety of appropriate materials.
2. Provide clear models and examples of comprehension strategies.
3. Present information visually as well as orally.
4. Utilize flexible grouping practices.
5. Repeat instruction as appropriate.
6. Check frequently for understanding.

## **Standard 4000-07 Comprehension (Continued)**

### Differentiation (Continued)

7. Pair struggling students with a reading partner when appropriate.
8. Give students opportunities to discuss books with their peers and others.
9. Provide instruction with higher-level thinking skills.

### Home Connection

1. Communicate the importance of students and parents reading together daily.
2. Communicate the importance of children reading at home daily:
  - Kindergarten\_read to, with, and by for twenty minutes.
  - First\_twenty minutes.
  - Second\_twenty to thirty minutes.
  - Third through sixth\_thirty to sixty minutes.
3. Encourage parents to discuss and respond to reading material with their children.
4. Help parents to encourage children to read a variety of genres.
5. Encourage parents to visit libraries and bookstores with their children.

